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ABSTRACT

The Cultural Radio Station of the Canary Islands (Radio ECCA), a distance learning system, is described. Various Spanish institutions have introduced the ECCA system of teaching into their respective provinces by collaborative agreements with Radio ECCA. The total enrollment of ECCA students in Spain (including the Canary Islands) reached 28,505 for the academic year 1979-80, and nine Latin American countries have also introduced the ECCA system. Although Radio ECCA focuses its attention on the needs of the socially deprived community, it does not exclude the higher strata from its student body. Data on student age, place of residence, and student occupations are presented. Educational activities are centered on: broadcasting courses leading to an academic qualification; formal teaching and academic courses for adults not leading to a qualification (i.e., aimed at improving the quality of life and job performance); and providing entertaining broadcasts when education programs are not being transmitted. ECCA is based on print materials, radio, and tutoring. Aspects of course production and distribution are discussed, along with: student recruitment; efforts to overcome feelings of impersonality and to increase student motivation; student evaluation; program organization and administration; program evaluation and monitoring; financial resources of the program; topography of the Canary Islands; and the population, economy, and communications. A number of lesson master sheets from courses, a student registration form, a student evaluation form, and a weekly tutor report form are appended. (SW)

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RADIO ECCA : A DISTANCE LEARNING SYSTEM IN THE CANARY ISLANDS

by

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1. PROVINCIAL PROFILE

Topography

The Canary Islands form an archipelago in the Atlantic Ocean off the north-west coast of Africa, and comprise the two Spanish provinces of Las Palmas and Santa Cruz de Tenerife, with a total area of 7,273 square kilometres (2,808 square miles). The islands fall into two groups; the eastern group comprises Gran Canaria, Fuerteventura, Lanzarote, and six smaller islands : Graciosa, with 300 inhabitants, and the uninhabited Lobos, Alegranza, Montaña Clara, Roque del Este and Roque del Oeste. The western group includes Tenerife, La Palma, Gomero and Hierro. The islands consist of mountain peaks rising from the ocean floor to an average maximum of over 1,350 metres (4,000 feet), one to over 4,050 metres (12,000 feet) at Pico de Teide on Tenerife.

The rich volcanic soils and mild temperatures, combined with the considerable variations in altitude, produce many different crops and vegetables. These include bananas, tomatoes, oranges, coffee, dates, sugarcane and tobacco up to about 1,200 feet, and cereals, potatoes and grapes, and fig and almond trees from 1,200 - 2,500 feet. The climate is considerably cooler between 2,500 and 4,000 feet, and holly, myrtle and laurel abound. Above 4,000 feet, the Canary pine, tree heaths and shrubs give way to bare mountain tops.

Population

The total population of Spain was estimated in 1980 to be nearly 38 millions, of which more than 1½ millions live in the Canary Islands. Las Palmas, with around 400,000 inhabitants, is the eighth largest town in Spain. The Islands population consists primarily of a mixture of the indigenous population ('guanches') with the Spanish colonists, a process which began in the fifteenth century, together with a minority of later arrivals. There are now no members remaining of the indigenous population.

Economy

Tourism, tomato and banana growing, and fishing are among the principal Islands industries. There are long-standing links with the United Kingdom, from which many tourists still visit the Islands; Swedish and, in particular, West German tourists are also numerous. The tomato and banana crops thrive on the lower parts of the Islands; three tomato crops are grown each year and a particular section of the population of Gran Canaria travels from the north of the Island to the south for the harvesting.

Communications

Road communications within the Islands vary considerably. It is possible to travel the main road from the north of Gran Canaria to the south in an hour, but in the mountainous parts of the Islands roads are still unmade, and access is made additionally difficult by prevailing weather conditions. Communications between individual Islands and between the Canary Islands and the Spanish mainland are good both by sea and by air. Telephone and mail services are also quick and efficient.

The radio and television transmissions of Radiotelevision Española cover the Islands, and there are in addition half a dozen independent radio stations, each one commercial except for Radio ECCA.

2. THE EDUCATION SYSTEM

Pre-school education, from ages 3 to 6, where available, is optional. Primary and lower secondary education, 'Educación General Básica' (EGB), lasts for eight years, from ages 7-14. Those students who graduate progress to higher education ('Bachillerato'), while those failing to graduate enter the first stage of vocational training. There are opportunities for transfer from academic to vocational training, and vice versa. Following the 'Bachillerato', students may take a university preparation course or enter the intermediate stage of vocational training. Students completing the first stage of vocational training have the opportunity to progress to the intermediate stage or to the university preparation course.

Humanities and sciences are represented in the EGB curriculum and also in both the 'Bachillerato' and the lower-level vocational training courses, so that a general training is offered to all pupils, allowing flexibility for pupils to change the orientation of their studies if this is desired.

The Canary Islands are currently experiencing particular problems; in centres of population, schools are so overcrowded that a system of 'shifts' has been introduced. In rural areas, staffing problems have resulted in pupils being taught by a succession of teachers and the resultant lack of continuity has adversely affected pupils' motivation and progress.

In the field of 'educación permanente de adultos', Spanish educational law requires provision for 1) supplementing uncompleted compulsory EGB studies, and 2) cultural or professional advancement. In fact, in the Canary Islands, many children reach their final year of compulsory free education (at 14 years of age or, most recently, 16 years) without having reached the final

level of EGB. It is necessary to attempt to offer a second opportunity in their adult years to these people who have received only limited education during their childhood. The resources available in the Canaries are as yet inadequate for the performance of these tasks due to insufficient provision by the Ministry of Education.

3. RADIO ECCA

Introduction

Radio ECCA is a very special institution, a radio broadcasting station converted into an educational centre.

'ECCA' stands for 'Emisora Cultural de Canarias' ('Cultural Station of the Canaries'), since the initiative originally inspired by Radio Sutatenza in Colombia, began and is still based in Las Palmas. But 'ECCA' is now also the trademark of the educational system created by this station, a system which is currently operating in the mainland Spanish provinces and which has been adopted in several Latin American countries.

The licence to transmit from Radio ECCA was granted by the Spanish Ministry of Information on December 10th 1963. The new station broadcast its first lessons on February 15th 1965 after more than a year of preparatory experimenting and testing.

The body which owns Radio ECCA, the Society of Jesus, granted the Spanish Ministry of Education the use of all the property of the station for 'adult education and experiments in distance education'. Thanks to this concession, the Ministry of Education was able to set up in the station itself a permanent state centre for adult education. The management and administration of Radio ECCA is entrusted to the body ultimately responsible for the station, the Society of Jesus.[1]

During the sixteen years of its existence, Radio ECCA has enrolled 175,000 students from the Archipielago Canario, which represents approximately 11.5% of the Islands' total population.

Various Spanish institutions have introduced the ECCA system of teaching into their respective provinces by means of collaborative agreements with Radio ECCA. In this way the total enrolment of ECCA students in Spain (including the Canary Islands) reached the figure of 28,505 for the academic year 1979/80. Nine Latin American countries have also introduced the ECCA system, through collaborative agreements with Radio ECCA.

The present study deals with Radio ECCA and its educational system; except in those instances where specific references are made to other provinces and countries, the study is confined to the experiences of Radio ECCA in the Canary Islands.

Why the Institution came into being

Radio ECCA was created in order to provide education for the adult population. The founder of the station, Francisco Villen Lucena S.J., decided that the first task should be to provide socially deprived sections of the community with cultural opportunities. Having learned about the methods of Radio Sutatenza, which was already teaching by radio in Colombia, he set about creating a Spanish equivalent. Although Radio ECCA and Radio Sutatenza both use radio as a teaching medium, their educational systems are now very different.

Radio ECCA's first priority was to teach reading and writing, thus providing deprived sections of the population with what they most urgently required. Its principal focus of attention was, and still is, the poorest classes of society. But this section of the population, and all others, also require educational provision at a more advanced level, which since its inception, Radio ECCA has striven to provide. ECCA's courses have diversified, and continue to reflect the needs of the population to which they are addressed.

Although its efforts are concentrated in the formal area, Radio ECCA does not exclude non-formal education altogether. It presents some courses which result in an academic award and others which do not. Above all its unswerving aim is to raise the cultural level of the population with a view to bringing about greater individual freedom and a progressively increasing awareness of the life of the community.

Radio ECCA works on the basic premise that only the progressively more educated person can preserve his freedom and participate to the full in the life of today. In addition, to educate the weakest is the best way to put an end to the excessive social and economic inequalities which still exist.

For these reasons, Radio ECCA's purpose is the education and the raising of the cultural level of the people to whom it is directed.

Who for? Description of the student body

Although Radio ECCA focuses its attention on the educational difficulties of the lowest strata of society, it does not exclude the higher strata from its student body.

Radio ECCA has provided real evidence to support the theory that education by radio ('enseñanza radiofonica') can teach individuals and groups of people who, through personal circumstances, would not be able to benefit from conventional education.

It would have been impossible for the 175,000 adults who have studied in the Canary Islands during the last sixteen years to have attended conventional educational centres.

The Spanish educational budget for the region could not have met a demand for adult education on this scale. In addition, these people would not have been able to attend the conventional centres with any regularity. Age, location of homes, and other aspects of the social situations of this massive 'student population' would have made it impossible to fulfil their educational requirements by traditional methods.

The following data serve to illustrate the above remarks:

Ages of students of Radio ECCA

above 45 years	15%
from 26 to 40 years	47%
from 20 to 25 years	28%
from 14 to 19 years	10%
	100%

Place of residence of ECCA students

Islands' capital	32%
Towns with town hall	27.4%
Villages or small towns without town hall	33%
Houses in the countryside	7.6%
	100%

Occupations of ECCA students

Professional occupations	2.3%
Construction workers	3.1%
Tomato crop workers and other rural occupations	16.1%
Clerks, shop assistants, etc	20.4%
Students in other educational institutions	26.8%
Housewives	31.3%
	100%

The last two tables originate from a survey carried out in 1972 so they are not recent, and by this time there will be some alterations in the various statistics. In general the population of the Canaries has become more urbanised than previously, but the predominantly 'popular' character of the student body has nevertheless survived since 1972.

Radio ECCA has thus succeeded in reaching the public for which it was brought into being. Without the use of radio, this public would have been able to study in no other way.

What materials?

It has already been asserted that Radio ECCA aims to address itself to the educational needs of the population which it serves. ECCA's educational activities are centred on three areas:

1) The broadcasting of courses leading to an academic qualification. Initially, situated in 1965 in the Spanish province with the highest percentage of total illiterates (10.4% during the 1960s), ECCA's focus was on literacy education. In a series of six courses, the total illiterate had the opportunity to progress towards the 'Certificado de Estudios Primarios', which was at that time an essential prerequisite for employment. When alterations were made in the Spanish education system in 1973, Radio ECCA modified and extended its academic curriculum. There are at present a series of five 'Popular culture' courses, including the first stage towards literacy, followed by three courses which prepare students for the 'Titulo de Graduado Escolar', which represents the final stage of basic education (or primary education) in Spain. In these academic courses it is intended that students should not only strive to obtain a qualification but should also broaden their horizons, working

progressively towards full personal development. In 1980-81, as part of its programme offering a second opportunity to the adult population, Radio ECCA also introduced courses leading to the 'Bachillerato', beginning with the first stage.

2) Formal teaching and academic courses for adults are not receiving a good press at the present time. It was not for this reason, but in order to meet the most urgent needs of its public, that Radio ECCA since its foundation provided non-academic courses (not leading to a qualification) aimed at improving both quality of life and job performance. Thus, courses have been provided for some years in English, and Accountancy and Commercial Mathematics, and there is in addition a 'Parents' School' ('Escuela de Padres') which aims to help parents in the task of educating their children. ECCA is continuing to develop non-academic courses; courses currently in preparation include a course for the training of group leaders, courses on techniques of evaluation (for teachers), on preventive medicine (for a wide popular audience), on techniques of management at an elementary level for small traders, and even on photography. Through the ECCA system it is possible to teach virtually any subject by radio; it is therefore essential that the station retains its sensitivity to the general educational needs of the people it serves.[2]

3) The third area of activity is less clearly defined but no less important. During those times when its education programmes are not being transmitted (i.e. three hours per day on working days and all day on holidays), ECCA's broadcasts are devoted to entertainment. The station has a considerable listening audience, one of the largest of any station in the Canary Islands, due to its expertise in presenting entertainment programmes and to the fact that it does not use commercial advertising. Educational elements are sometimes slotted into the entertainment programming; campaigns have been mounted to encourage a positive attitude towards self-help or towards study, and towards wider objectives such as community development, the necessity of being well-informed on election issues, and promoting awareness of consumer pressures at Christmas time. It is impossible to determine accurately the degree of penetration of these

campaigns since no kind of evaluation is carried out, but they appear to be successful. Their potential for penetration is enhanced by the credibility which ECCA enjoys in the community as a result of its educational work and its frequent contact with the public via its entertainment programmes.

Through its frequent use of the telephone and the recorded interview, Radio ECCA attempts to become the voice of the people, especially of those whose views are not usually heard. The people consider ECCA to be their station and they take notice of its suggestions. In its turn, ECCA treats its audience with great respect; it does not base campaigns on controversial issues but promotes programmes of clear positive value to the community. However, this third area of cultural activity is much less precisely defined than the other two, a factor which makes it difficult to evaluate.

What media and methods?

ECCA describes its teaching system as 'un sistema tridimensional'; it is based on three elements frequently found in combination in distance education: print materials, radio, and face-to-face tuition.

Every ECCA lesson is centred upon a 'lesson master sheet' ('esquema'). The teacher has a copy of the lesson master sheet in front of him while he broadcasts over the radio, and the student follows his own copy simultaneously in his own home. This specially produced printed material, prepared by ECCA's educational staff and printed in its own workshop, fulfils the function of worksheet, blackboard or slate.

The student is required to respond to the radio teacher by writing on the lesson master sheet during the course of the broadcast. The master sheet is therefore the means of maintaining both continuous attention of the student and the necessary communication between teacher and student. In addition, a full set of master sheets comprises a student's text book. Exercises are included on the back of each master sheet; these are designed to be completed after the student has listened to the radio broadcast.

The student will receive assistance from the exercises in consolidating his learning, and ECCA uses the exercises as part of its student evaluation process. The lesson master sheet therefore fulfils a number of different functions.

Full comprehension of an ECCA radio lesson cannot be achieved without a lesson master sheet. In addition, the master sheet is supplemented by various other types of printed material produced by ECCA for its students; notes or technical memoranda ('notas o apuntes tecnicos') on difficult topics, synoptic tables, special exercises sheets, complementary texts, etc. The nature of the course to be presented determines the type of printed material which is produced to complement the indispensable lesson master sheet.

The second element of the ECCA system is the 'radio lesson' ('clase'), which resembles neither a lecture nor any other traditional type of radio programme. It might perhaps best be described as a detailed explication of the content of the lesson master sheet. The student listens to the radio lesson not seated in his armchair as he would normally listen to the radio or watch television, but seated at a work table, pencil in hand, carrying out the teacher's instuctions. ECCA's radio lessons are above all student-active, since the student is constantly at the 'blackboard'. In addition, radio lessons are highly personalised; the teacher, although he has thousands of students, always talks directly to one, utilising all the resources of radio to achieve personal contact. The objectives of ECCA's specially designed radio lessons are to stimulate interest in the theme covered in the master sheet, to explain the content fully and clearly, and to encourage the student's involvement in private study.

ECCA's radio lessons are not scripted; the team of teachers who present the lesson are well prepared to improvise before the microphone and the lesson master sheet, just as a teacher would improvise when talking face-to-face with a group of students.

The third element of the ECCA system, complementing the lesson master sheet and the radio lesson, is the 'tutor' ('profesor orientador'). If the learning process ended with the class simply listening, then the ECCA system would be relatively easy to organise. The complexity and the particular quality of the system arises from the personal contact which all students must maintain each week with a tutor. ECCA students are each attached to a tutorial centre ('centro de orientación') as near to home as possible; the centre is the venue for the weekly meeting between student and tutor.

The tutor's duties are as follows: he hands out the booklet of lesson master sheets for the following week, collects work completed in the previous week, guides the student and tries to resolve difficulties which have arisen. He also explains the most difficult points covered in the previous week's work, makes on-the-spot evaluations, and most important of all, seeks to motivate and encourage the student. In addition, the tutor collects the student's weekly fee payment.

A great number of activities are carried out on a one-to-one basis, but groups of students may also meet together for one or two hours at a time, so that there is the possibility of considerable flexibility within the system. The nature of the different courses dictates whether the one-to-one or the group alternative is chosen. Finally, by reporting to ECCA on the progress of his students, the tutor is able to provide feedback.

The ECCA system comprises these three elements or dimensions, whose interrelationship provides enormous educational potential. The carefully planned integration and synchronisation which characterise the ECCA system underpin its effectiveness in teaching and motivating adult students. The three elements are integrated into the whole; the system could not function if any one element was absent, and similarly no one element could function separately from the other two. But success is not cheaply bought; the success of the system is ensured only by a great expenditure of personal and organisational effort.

Course creation

The major technical difficulty presented by the creation of an ECCA course (and of any distance education course) lies in the fact that the creative act of teaching is divided between different persons. At ECCA, teaching is performed by:

- a teacher, or a team of teachers, who devise the course, create the printed material and plan the integration and synchronisation of its various elements;
- a team of two teachers, a man and a woman, who record the radio lesson, always synchronising it with the previously prepared lesson master sheet; and
- the tutor, who meets the students in person every weekend.

All these teachers have to work with the knowledge that the whole operation encompasses a single teaching act, albeit that the individual parts are separately created and performed. It is essential that the common plan of action should always be followed so that the student is not distracted by by an awareness that the different elements of his course are not properly integrated.

The first stage of this divided teaching process is the formulation of the course. Radio ECCA has a Pedagogical Department ('Gabinete Pedagogico') whose function is to devise courses. It has two sections, one responsible for academic courses and the other for non-academic courses. In each of these sections the teachers work in their own specialist area. This creative work involves a broad study of the subject material which is to be taught; the determination of the objectives of the course and an account of its outline; and detailed planning of the content to be included and the activities to be devised.

Only when this work is completed can the work of creating the printed materials be undertaken, materials to be employed by students, tutors, and the teachers who are involved in recording radio lessons. Course creation in distance education is a slow process which must be carried out systematically; every detail must be planned in advance.

The creation of a course of this kind requires knowledge of the students for whom it is intended. Before presenting its first radio lessons in 1965, Radio ECCA piloted lessons for more than a year with a group of students whose immediate reactions were taped so as to enable amendments and improvements to be made to the lesson master sheets and the radio lessons. This time-consuming experiment shaped ECCA's technology significantly. Recently, before launching the first stage of the'Bachillerato' course, ECCA spent one year testing it with a group of students. The teachers who work in this area have generally come from other groups which have direct contact with students.

Feedback works in ECCA through the transmission of information from students back to the Pedagogical Department, so that the courses are continually reshaped. Planning for new courses is not only concerned with the subject material to be taught, but also takes into account the students' requirements as expressed in feedback. If it was to ignore feedback from students, the Department's work would be doomed to failure.

Course production : printing of materials and recording of lessons

Radio ECCA possesses its own print workshop which handles all its printed materials. A special department, organised and run by teachers, is responsible for page preparation; the subsequent printing is by offset litho. The drawing of illustrations and the layout of printed text are regarded as tasks for teachers, and as part of the ECCA integrated educational process, because the educational effectiveness of the lesson master sheet depends to a great extent on how well or how badly the information it contains is presented. The fact that the print workshop belongs to ECCA is particularly important in view of the considerable number of courses which are produced and of the many students requiring materials. More than 20 million sheets are printed every year in the workshop.

It is important to note that course creation and printing of materials are carried out at the ECCA headquarters in Las Palmas not only for the Canary Islands but for all the Spanish provinces. Significant savings are made by centralising the printing of course materials, but all the other processes and activities which characterise the ECCA system are undertaken separately by each mainland province.

In its headquarters at Las Palmas, Radio ECCA has facilities for the production and recording of radio lessons. The lessons are always pre-recorded to avoid inaccuracies and to ensure precise timings. Recording is carried out live one or two days before transmission. Radio lessons are not used from year to year but are newly recorded every year so as to effect maximum communication with the student. The lessons are recorded by teams comprising one man and one woman teacher, and not merely by radio presenters. Well-prepared teachers find room for improvisation in the radio lesson so that the best possible use can be made of available time and the greatest possible assistance given to students.

Whereas printed materials are produced centrally and then distributed throughout the whole of Spain, ECCA encourages the recording of radio lessons locally. In this way, local language variations can be incorporated and the educational effectiveness of the lessons can be increased by their adaptation to local needs and environment. The total system is considered less effective in provinces where there are relatively few students and where local recording is therefore not considered feasible. The production of radio lessons is undertaken after the creation of printed materials, sometimes by a matter of weeks or months.

Course distribution : the two-way weekly communication between ECCA and the student

Part of the ECCA distribution system involves the establishment of a weekly communication channel which follows the pattern

ECCA ⟶ Tutor ⟶ Students ⟶ Tutor ⟶ ECCA

The setting up of this two-way communication is straightforward in theory, but can in certain cases prove to be the most problematic aspect of the whole system. The fact that communication is weekly makes the task more difficult, but it also offers so many advantages, assisting the students in following courses and facilitating the feedback process, that ECCA does not wish to reduce its frequency.

The weekly communication channel is used for the distribution of printed materials to students. Each week ECCA sends to its tutors the printed material to be distributed to students on its various courses. The week-to-week delivery cycle is important in motivating students; it helps to maintain continuous interest and to reduce the tendency to drop out which commonly occurs in systems where all the materials for a course are delivered at once.

In order that the distribution mechanism should function as smoothly as possible, the tutor sends to ECCA a 'bulletin' ('parte') containing complete details of student enrolments and drop-outs. In return ECCA sends the tutor a detailed list ('relación') of all the materials to be distributed to students.[3]

The weekly communication sent by the tutor contains only a simple list whereas the weekly package sent out by ECCA contains all the materials for distribution to students. Additional information is sent when tutors report on students' progress and assessment. The student usually follows the course in his own home, tuning in to ECCA's transmissions at certain set times. The frequency of radio lessons varies according to the course, ranging from one per week to one per day. In certain Spanish provinces where the transmitter is not sufficiently powerful for the student to tune in to it, successful experiments have been carried out using audio cassettes. The delivery and distribution of cassettes has been arranged weekly through the radio station-tutor link.

Student enrolment

A perennial problem in adult education is how to persuade the potential student to enrol on a course. There is little point in creating a good course if adults are not motivated to study it. The enrolment campaign therefore plays a vital part, and Radio ECCA has the invaluable advantage

of being able to exploit its own broadcasting facilities. Since it does not transmit commercial advertising, the full strength of this powerful medium can be focused on cultural themes.

During the time when radio lessons are not being transmitted, ECCA's output is very much orientated towards publicising its educational activities. Using different techniques such as repeated slogans, surveys, interviews, short features and even complete programmes, ECCA mounts its publicity campaign to persuade adults that they should study. Variations on the basic message, 'You should study', 'It is never too late to study', 'Don't say "I don't know" ', are frequently repeated. A few months before the beginning of the courses, the station intensifies its campaign. It tries to motivate the people to study, very often using the voices of those who are studying or have studied; it also broadcasts details of how, when and where it is possible to become a student. The insistence with which the message is presented has earned ECCA the affectionate nickname 'Radio Jaqueca'.[4] Once the courses are under way, the station turns its attention to retaining its students by encouraging them to persevere in the task which they have undertaken.

Radio ECCA's strongest message is in fact its own continuing existence; it motivates through what it does ('por lo que hace') rather than by what it says ('lo que dice'). The persuasive powers of a radio station devoted exclusively to educating the people are somewhat difficult to quantify, but are nevertheless of vital importance. The public image which a station of this kind creates is its principal means of motivating the people.

Various other means of persuasion are employed, such as posters, leaflets, letters to potential students and to persons or institutions capable of motivating people to study, press announcements, broadcast announcements on other radio stations and on television, and personal contacts with cultural organisations and associations. But these means only complement the most powerful motivator, the broadcast output of Radio ECCA.

The effectiveness of ECCA's campaign is clearly demonstrated by comparison with the results of the publicity mounted by commercial radio stations in other Spanish provinces using ECCA courses. These stations lack the sharp educational focus which ECCA can achieve, and as a result their student numbers are much lower.

The recruitment and enrolment of students in the Islands necessitates an extensive infrastructure. The tutorial centres where the weekly meetings between students and tutors take place, are also used as enrolment centres ('centros de matriculacion'). ECCA has sited these centres throughout the Islands wherever their transmissions reach. More than 600 enrolment and tutorial centres serve the 1.5 million inhabitants of the Canary Islands. The multiplicity of centres enable the student to enrol without having to travel far from his home.

In addition, ECCA has a duty to provide courses which cater for the fundamental needs of the Islands' population. If these needs were not respected, the enrolment campaign would be pointless. The massive response to ECCA by the people of the Canaries is the best proof that its courses and its total approach are answering the real needs of the population.

Student support

This section places emphasis on the importance of personal direct support of the student. It was stated above in the 'Course creation' section that printed materials and radio lessons form two of the elements of ECCA's 'sistema tridimensional'. The third element involves the student attending his local tutorial centre every week to meet his tutor and other students.

The tutorial centre has a clear educational function which is defined by the methodology of each course. In general it is the place where students can clear up doubts, receive additional information on difficult points covered in the course, and complete practical exercises. The second, separate, function of the centre is to maintain and if possible increase the student's motivation.

It is vital that the adult student should realise that a person exists, whose surname and first name he knows, who knows him personally and who is familiar in depth with his work. By this means the impersonality which is often a characteristic of distance learning systems, by which the student deals with an anonymous organisation or a name whose face he never sees, is eliminated. For its students, ECCA always has available the surname and forenames and the services of the tutor. The influence of the tutor on the student is of paramount importance, in fostering the commitment to study, providing encouragement in moments of despondency, inspiring confidence, and generally bringing a human touch to the educational process. This boosting of morale is also assisted by regular contact with the other adults at the tutorial centre.

In order to fulfil these objectives and the specifically educational objectives described below, Radio ECCA employs a network of more than three hundred teachers responsible for supervising the six hundred or so centres currently functioning throughout the Islands. It will be evident that for so many teachers to work in so many different places with one common methodology is not an easy task, and indeed it is a task not always successfully carried out.

It was mentioned in the 'Course distribution' section that ECCA communicates regularly with its tutors by various means:- a weekly circular, additional pedagogical information, occasional extra printed materials for specific purposes, and regular meetings for teachers of each course and each region. Induction courses are also held for new tutors, a particularly important factor in mainland provinces where ECCA courses are being introduced for the first time. Adequate preparation is essential in such a complex integrated system.

Assessment and evaluation

In the ECCA system of education by radio it is possible to apply an assessment procedure for individual students which is very similar to that used in conventional full-time study centres. This is made possible by students' weekly attendance at their tutorial centres. A description follows of the assessment procedure used by ECCA in courses leading to an academic qualification. The remaining courses use all or some of these elements according to circumstances.

One of the most important moments in the assessment process is when the student comes along to enrol and is placed on a course. As each course has specified objectives and pre-determined content, it is possible to assess which course is appropriate for the new student. For this purpose the tutor administers an entry test to each student who wishes to enrol. Once the student is placed on the most appropriate course his further progress is conditional upon his performance within the system.[5]

The function of the lesson master sheet has been described in the section 'What media and methods?'. On the reverse side of each sheet are exercises which the student is required to complete after the radio lesson in order to consolidate and to apply what has been learned. These daily exercises provide a broad base for the student assessment purposes.

In the 'Popular culture' courses, the tutor corrects the master sheet exercises. He collects them from the students each week, and returns the corrected exercises at the following week's meeting with whatever written comments he feels are appropriate. In more advanced courses the daily exercises are corrected by the student himself with the help of a self-correction master sheet supplied for the purpose. The tutor nevertheless oversees the student's work and his self-corrected exercises. Students who correct their own work are required in addition to complete a two-part weekly assessment sheet, one on Arts and one on Sciences, the answers to which do not appear on the self-correction master sheet. The sheet is collected by the tutor for his assessment and is returned to the student the following week. These completed assessments provide the tutor with an additional guide to the work of the student.

In addition to the regular completion of exercises, students also take part in three assessment sessions during each course, held either at the tutorial centre or at another place where all the students on the course can conveniently meet. During these sessions, each student has to complete a number of written tests, the contents of which are not made known to him beforehand. The results of these written tests provide the main basis for the student's marks. The mark obtained in the final and most difficult test of the course is set against the average mark of the assessment tests completed during the year, to produce the student's final mark. This final assessment is not worked out with mathematical rigidity, but takes into account the tutor's direct personal knowledge of the student. ECCA headquarters staff may also be involved in the calculation of the final assessment. The three partial assessments and the final assessment are all recorded in ECCA's student files, which are created at the beginning of each course.[6]

The ECCA system offers much the same opportunity for assessment as a conventional institution and the entire procedure is organised with great care. Any arbitrary assessment made during the course will come to light when the partial assessment marks are compared with the mark for the final assessment test. The normal outcome of this comparison is a mark somewhere between the partial and final assessment marks, which seems to indicate that the procedure works well.

Organisation and administration

In common with other Spanish radio stations, Radio ECCA has a number of personnel under direct contract to undertake management, administrative, technical and secretarial tasks. But the specialised nature of ECCA's activities requires that its contract staff of nearly thirty also carry out duties in connection with the print workshop and with the storage and distribution of printed material.

In its capacity as a state teaching centre, ECCA also has nearly fifty teachers who have been appointed by the Ministry of Education and Science, just as they could have been appointed to any other state centre operating a conventional system. The Ministry appoints these teachers at the proposal of ECCA following a competitive examination, the results of which remain confidential, which attempts to discover in candidates the specific qualtities required by teachers working for ECCA.

ECCA attempts to achieve unity in the operation and development of its broadcasting and educational functions by maintaining a single management structure for the whole system. The highest governing bodies of ECCA are:

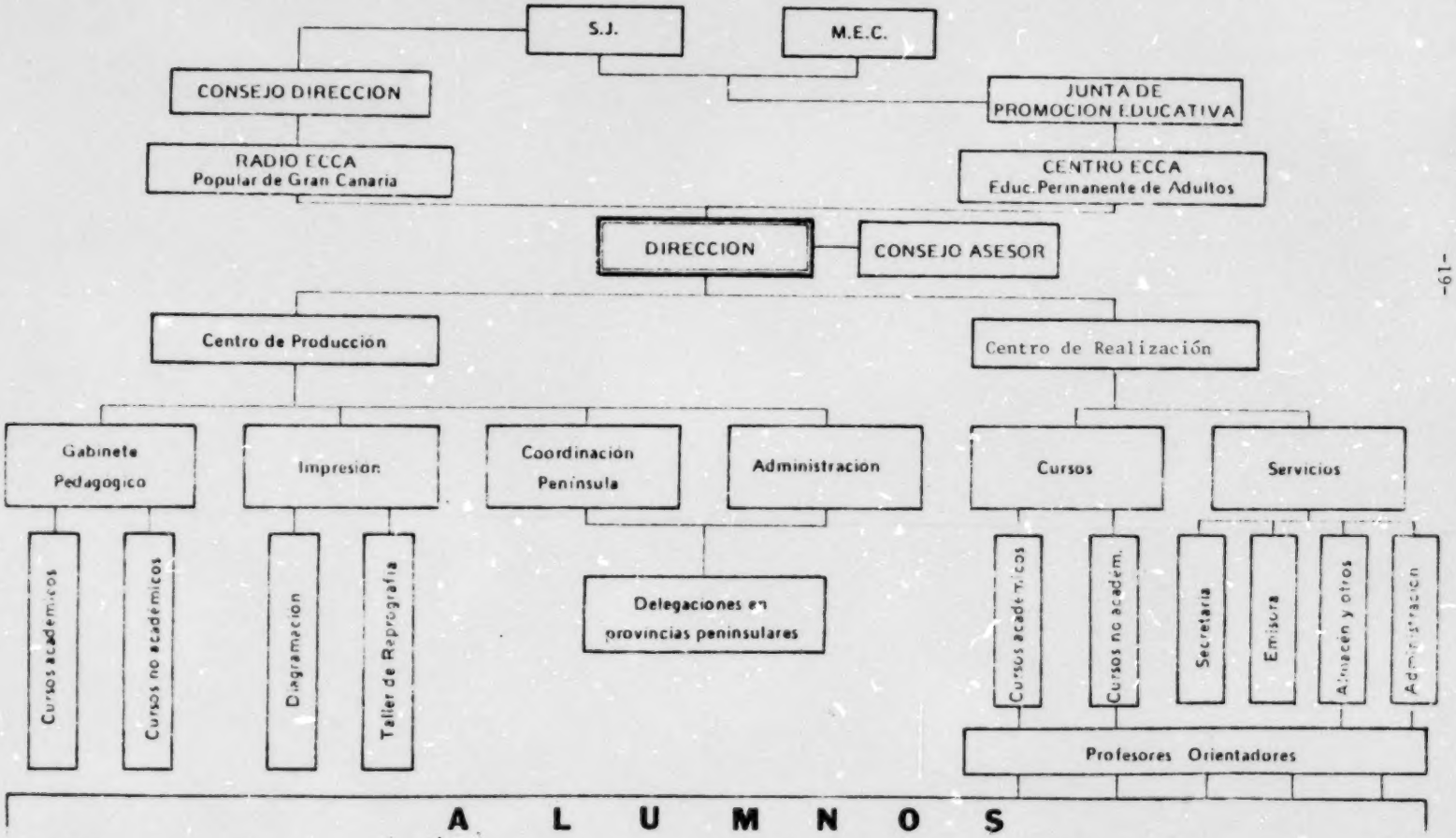
1) the Management Council ('Consejo de Direccion'), appointed by the Society of Jesus, the organisation with ultimate responsibility for the station, and

2) the Board for Educational Advancement ('Junta de Promoción Educativa'), supreme governing body of the teaching centre, comprising representatives of the Ministry of Education and Science, of the Society of Jesus, and of the teachers appointed to ECCA.

The internal operational structure of ECCA is of particular interest. Although the teaching staff on the one hand and the personnel contracted to ECCA on the other hand have separate, specific responsibilities, the work and the people are in fact distributed and organised in accordance with a rationalised structure of the functions to be carried out. The organisation chart derived from this structure is not static since it is subject to alterations imposed by the active development of these functions.

From 1980-81, in addition to the other operational structure, the work of ECCA is organised in two separately housed departments or divisions:

Organigrama ECCA (Curso 80-81)



1) A production centre ('Centro de Producción'), responsible for all central services to the provinces which teach ECCA courses and also responsible for the coordination of ECCA delegations located in the provinces of mainland Spain.

2) An experimental centre ('Centro de Realización') responsible for services to students in the Canary Islands and for the collection of feedback on different courses to enable necessary improvements to be made in particular courses and in the whole system.

The current rapid increase in student enrolments, combined with the fact that a considerable number of functions of a very different order are performed in ECCA (those of radio station, teaching centre, educational publishing house, and print workshop), determine that its organisational structure is subject to constant change.

Control : evaluation of the system

The assessment of students and the provision of feedback to ECCA which are described in the 'Assessment and evaluation' section form integral parts of the system of overall evaluation. If feedback from the student assessment procedure is not channelled towards the evaluation and improvement of the system, then the feedback is not being properly utilised.

Primary data which can be used to evaluate ECCA's teaching effectiveness are the results attained by students taking academic courses. ECCA students' academic results are in fact similar to those of students in conventional institutions. In the final general basic education examination, leading to the 'Titulo de Graduado Escolar', ECCA students throughout Spain have achieved the results set out in the table below. The question paper for these examinations is approved by the Ministry of Education and Science and the grades are awarded by tribunal supervised by an expert inspector from the Ministry.

PERCENTAGE OF STUDENT PASSES IN 'TITULO DE GRADUADO ESCOLAR' (1979)

Province	Student entries	Student passes	Percentage pass rate
ALMERIA	116	80	69%
BADAJOZ	231	96	41%
CACERES	252	101	40%
CORDOBA	287	166	57%
GRANADA	756	465	61%
JAEN	155	96	61%
LUGO	141	54	38%
MADRID	1,176	740	62%
MURCIA	351	195	55%
PALMA M.	84	70	83%
SEVILLA	648	371	57%
VIGO	537	339	63%
CANARIAS	659	365	55%
TOTAL	5,393	3,138	58%

Another piece of numerical data relevant to the evaluation of ECCA's teaching is the permanent nature of the students' interest. In distance education, it is notoriously difficult to maintain student interest, and the drop-out rate is often high. In ECCA, over 50% of students, and in some courses 70% or 80%, complete their courses.

More important than the numerical data which testifies to ECCA's success are the continuing contacts established by tutors with their students. Through meetings and interviews, and through telephone and personal contacts, the tutors have their fingers on the pulse of the system. Their reports back to ECCA on students' progress or lack of progress enable such factors as badly presented lessons or typographical errors to be consistently detected.

In order to fully utilize this flow of information, ECCA's courses are maintained in a state of continuous revision. Each year new materials are printed for certain courses and new radio lessons for all courses are recorded. This is the only way in which the course can be preserved 'live', in touch with reality and susceptible to change.

In spite of all that has been said so far, it has to be admitted that evaluation of the quality of teaching cannot be achieved mathematically and is therefore always somewhat imprecise. A better method of assessment at ECCA is the accurate numerical data on students which is derived from the system of student fee payment and remuneration of tutors. Tutors in fact receive a percentage of the weekly fee, amounting to 70 out of 100 or 150 pesetas. The tutor retains his share and passes the remainder to ECCA. The station therefore does not pay the tutor directly, but receives from him a number of fees equal to the number of his students. In turn, ECCA supplies the same number of copies of printed materials to the tutor, and therefore always knows how many students are following its courses. If a tutor informs ECCA that he has fewer students than have actually paid fees, he will not receive printed materials for those students whose existence he is concealing. If he informs ECCA that he has more students than have actually paid fees, he will himself have to pay the fees of the 'extra' students. The technical problem of ascertaining the exact number of currently enrolled students is conveniently solved through the two-way communication between ECCA and its tutors.

Perhaps the very best piece of evaluation data is the confidence which the people of the Canary Islands have placed in ECCA since its foundation. More than 175,000 people (approximately 11.5% of the total population) have been ECCA students during the sixteen years of its existence, which is surely a popular endorsement of the success of the station's system. The trust and affection which the people of the Islands display towards ECCA is its most valued testimonial and the most important factor in an evaluation of its overall effectiveness.

Resources

ECCA's resources emanate from two sources:

- subsidies and state or institutional aid, and
- student fees.

In 1979 the latter accounted for 53.54% of the total income of the station. 42.96% was derived from the Ministry of Education and Science and from subsidies from other organisations, the Ministry of Culture, regional bodies and private persons. It is hoped that external funding will be increased so that students' fees may be maintained at the present level or even reduced.

Total costs (123,353,493.47 pesetas in 1979) were more than met from the total income of 127,186,273.90 pesetas; there was ever a small surplus for investment and improvements. ECCA is a non-profit making organisation; because of its institutional nature none of its income may be removed for any other institution or purpose.

ECCA owns the buildings in the city of Las Palmas which house its offices and the radio production facilities, and also the print workshop located nearby, and the transmitter in the mountainous centre of the island of Las Palmas.

Radio ECCA does not have abundant means at its disposal and many necessary items must be provided using whatever means are available. Nevertheless ECCA has contrived not only to survive but to expand, making economically viable this individually evolved formula for popular education.

Conclusion

This account of ECCA has been confined to a technical description of the system and has not attempted to portray the warm relationship between the radio station and its audience. To obtain a full picture of ECCA it is necessary not just to read this report, nor simply to visit the station's offices, but to go into the street and speak to the people, whether in the city or the countryside. It is the people of the Canary Islands who possess the key to Radio ECCA.

Notes and References

1. The agreement between the Ministry of Education and the Society of Jesus became public with Decreto (Decree) 145/1975 of April 10th ('Boletin Oficial del Estado', May 6th 1975). The classification and control of the 'ECCA permanent centre for adult education' was established later, by Orden Ministerial (Ministerial Order) of October 14th 1977 ('Boletin Oficial del Estado', November 16th 1977).

2. For each course a table is compiled which provides information on enrolled students.

3. The weekly information sent out by ECCA to its tutors is included in the 'Circular', which contains lists relating to all courses. Further pedagogical details appear in the 'Circular Pedagogica', which acts as a guide for the tutorial centre. The 'bulletin' ('parte') is the brief weekly report sent back by tutors to ECCA.

4. A play on the Spanish words meaning 'migraine' and 'prattle'

5. When the student enrols, the tutor fills out a form requiring students' personal data. The tutor retains a copy of this form and another copy is sent to the station's archives. When the student completes or abandons his studies, the tutor sends in his copy so that it can be matched with the archive copy. Upon enrolment, the student is also given an accreditation card.

6. The files for students of the final stages of the basic education courses are fuller than those used for students of the first stage courses. The weekly assessment sheets are adapted to the content of the course as prescribed by the syllabus.

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ALUMNADO ECCA CURSO 1.979-80

ECCA STUDENTS ENROLLED IN 1979-80 SESSION

	E.G.B.	INGLES	CONTABILIDAD	ESCUELA DE PADRES	TOTAL	
Alicante				300	300	Alicante
ALMERIA	518			150	668	ALMERIA
BADAJOZ	450				450	BADAJOZ
Bilbao				125	125	Bilbao
Romo-Guecho				200	200	Romo-Guecho
Burgos				375	375	Burgos
CACERES	393			197	590	CACERES
Cádiz				170	170	Cádiz
Castellón				95	95	Castellón
Ciudad Real				50	50	Ciudad Real
CORDOBA	405				405	CORDOBA
GRANADA	1.180				1.180	GRANADA
Ibiza				42		Ibiza
JAEN	966			60	1.026	JAEN
León				400	400	León
LUGO	191				191	LUGO
MADRID	1.714	151	248	721	2.834	MADRID
Parla-Getafe				150	150	Parla-Getafe
La Ventilla				60	60	La Ventilla
MURCIA	510			230	740	MURCIA
Navarra				50	50	Navarra
PALMA DE M.	945			150	1.095	PALMA DE M.
Salamanca				105	105	Salamanca
Santander				50	50	Santander
Segovia				200	200	Segovia
SEVILLA	990			175	1.165	SEVILLA
Soria				150	150	Soria
Tarragona				50	50	Tarragona
Valencia				215	215	Valencia
Valladolid				300	300	Valladolid
VIGO	600	150			750	VIGO
Vitoria				150	150	Vitoria
Zamora				150	150	Zamora
Zaragoza				960	960	Zaragoza
LAS PALMAS Y STA.C.TFE.	13.467	2.847	2.523	915	19.752	LAS PALMAS Y STA.C.TFE.
TOTAL CURSO 1979-80	22.476	3.148	2.771	6.895	35.290	TOTAL CURSO 1979-80
TOTAL CURSO 1978-79	17.991	2.477	1.912	6.125	28.505	
Aumento (%)	4.485 24,92%	671 27,08%	859 44,92%	770 12,57%	6.785 23,80%	

-- Las provincias en mayúsculas son las que tienen alumnado de EGB y profesorado estatal.

DISTRIBUTION OF STUDENTS ENROLLED ON
INDIVIDUAL ECCA COURSES

DISTRIBUCION DEL ALUMNADO EN LOS DISTINTOS CURSOS ECCA

	Gran Canaria	Lanzarote	Fuerteventura	S/C Tenerife	Total	%
1º	236	5	6	64	310	1,78
2º	381	15	7	104	507	2,92
3º	728	17	23	139	907	5,22
4º	902	37	35	192	1.166	6,72
5º	1.381	53	45	325	1.804	10,40
CB-1.	1.699	82	68	476	2.325	13,40
CB-2	852	40	32	235	1.159	6,68
GE-1	1.150	69	69	476	1.764	10,17
GE-2	1.035	94	60	397	1.586	9,14
Total	8.363	412	345	2.408	11.528	66,47
I-1º	1.203	54	33	172	1.462	8,42
I-2º	512	22	7	83	624	3,59
I-3º	269	12	3	33	317	1,82
Total	1.984	88	43	288	2.403	13,85
C-1º	1.465	60	41	277	1.843	10,62
C-2º	492	15	7	52	566	3,26
Total	1.957	75	48	329	2.409	13,89
E. P.	750	46	7	200	1.003	5,78
Total Gral.	13.054	621	443	3.225	17.343	100,00

Appendix 3

SELECTION OF LESSON MASTER SHEETS
('ESQUEMAS) FROM VARIOUS COURSES

ENSEÑANZA ecca RADIO POPULAR

APELLIDOS _____ SECTOR N° _____

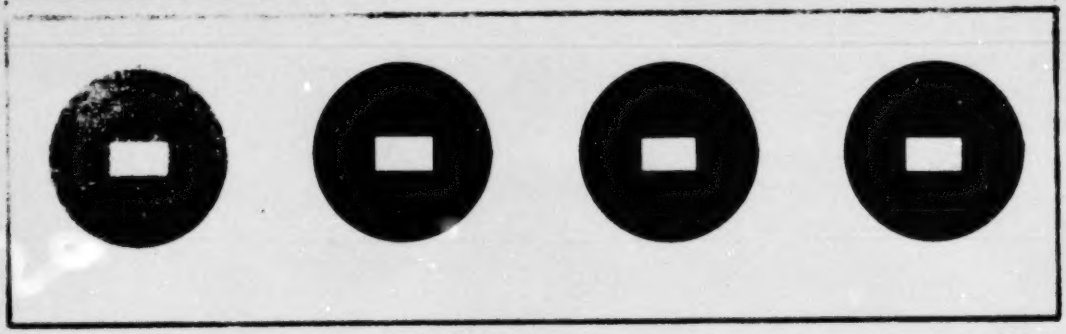
NOMBRE _____ ALUMNO N° _____

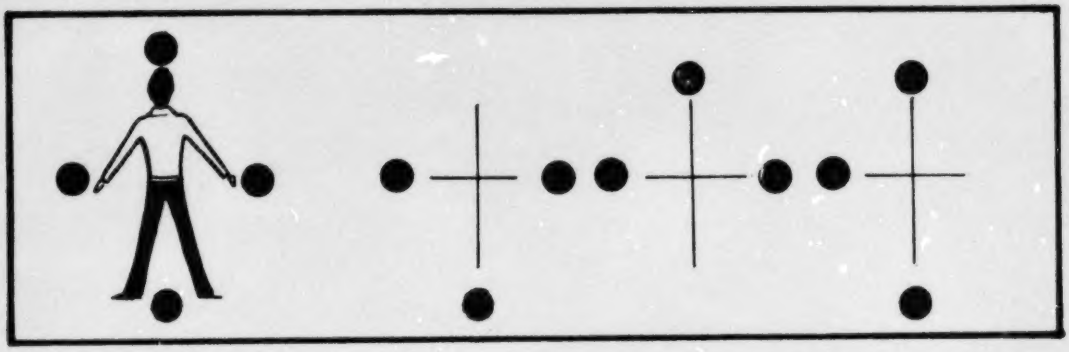
Semana 1

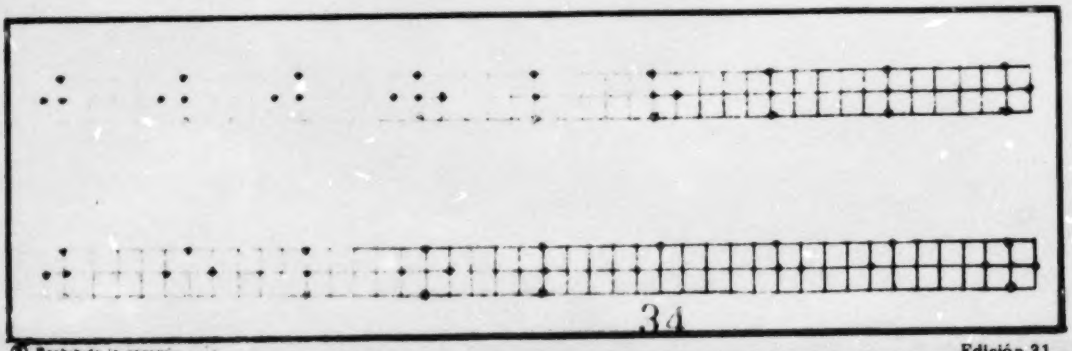
1º

+

PATROCINADO POR EL MINISTERIO DE EDUCACION Y CIENCIA







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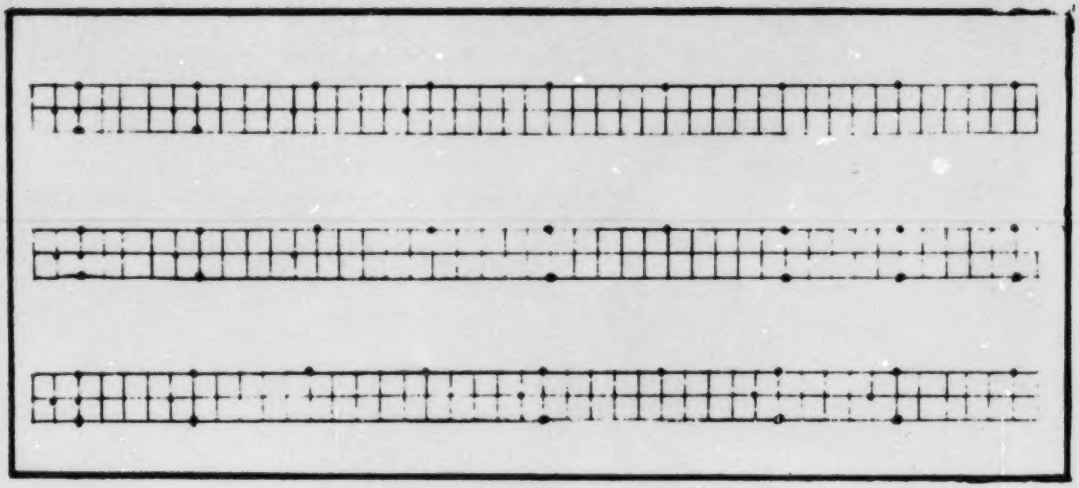
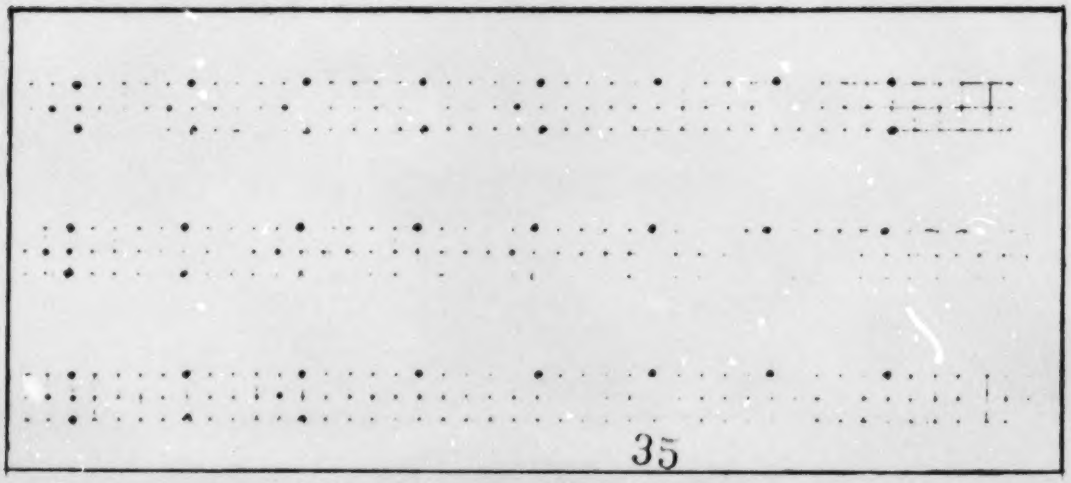
Edición 31





ENSEÑANZA ecca RADIO POPULAR

APELLIDOS _____ ALUMNO Nº. _____

NOMBRE _____ SECTOR Nº _____

PATROCINADO POR EL MINISTERIO DE EDUCACION Y CIENCIA

2 Semana 1 nivel 3

Eduque con el ejemplo

Con el _____ es como _____ se educa.

(al cuaderno)

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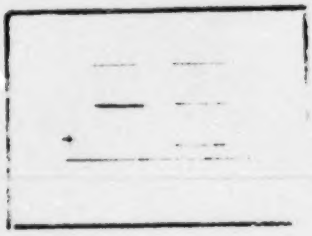

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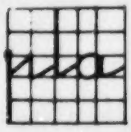
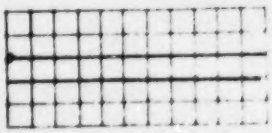
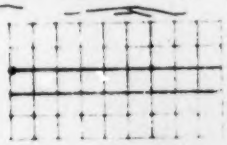
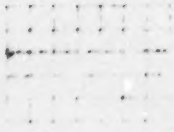








ENSEÑANZA ccca RADIO POPULAR

APELLIDOS _____ ALUMNO Nº. _____

NOMBRE _____ SECTOR Nº _____

3º nivel

PATROCINADO POR EL MINISTERIO DE EDUCACION Y CIENCIA

Hoja editada por R. ECCA y subvencionada por la Caja Insular de Ahorros de G.C.

1

Hágala TRES veces en su cuaderno. Utilice bolígrafo azul

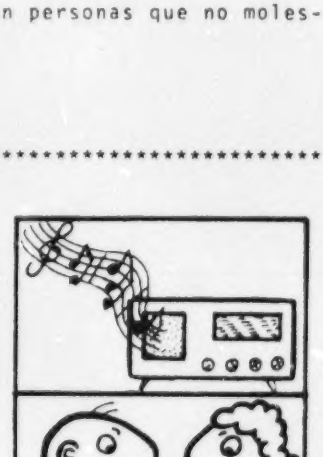
Padres e hijos forman la familia

2

* Poner una buena luz. La luz le debe dar por la izquierda
* Tener todo el material preparado: ESQUEMA, CUADERNO, BOLIGRAFO AZUL, LAPIZ y GOMA.
* Poner en el esquema: Nombre y apellidos, número de alumno y número del sector.
* Procurar que el aparato de radio se oiga bien.
* Tener una mesa limpia y ordenada
* Estar solo en la habitación o con personas que no molesten.

3

* Estar atento a la sintonía del nivel
* Oir con ATENCION las palabras de los profesores
* Hacer cada cosa CUANDO se diga y COMO se diga.
* NUNCA haga una cosa por su cuenta.



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④

EJERCICIOS SOBRE EL TRABAJO

ANTES DE LA CLASE·

1.- ¿ A qué hora va a seguir las clases?_____

2.- ¿ Usted va a seguir las clases solo o con algún compañero de su nivel? _____

3.- SI o NO.- ¿Diposne usted de una habitación donde seguir las clases sin que nadie le moleste? _____.

4.-¿Cuánto tiempo hace que no estudia uested?_____

)()()()

ENSEÑANZA CCCA RADIO POPULAR

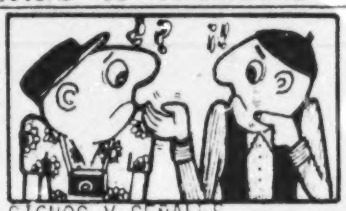
APELLIDOS _____ ALUMNO Nº. _____

NOMBRE _____ SECTOR Nº _____

PATROCINADO POR EL MINISTERIO DE EDUCACION Y CIENCIA

4º nivel

① LECTURA: LA NECESIDAD DE COMUNICARSE — 3



¿SIENTEN NECESIDAD DE COMUNICARSE? ____

¿QUÉ NECESITAN PARA COMUNICARSE? ____

SIGNOS Y SEÑALES

Señales de _____

_____ *del semáforo*

Gestos del guardia de circulación.

Toque de _____

Toque del _____

LENGUAJE

LENGUAJE

Aquello que nos sirve para comunicarnos con los demás.

PARA RELACIONARNOS POR EL LENGUAJE NECESITAMOS:

EMISOR

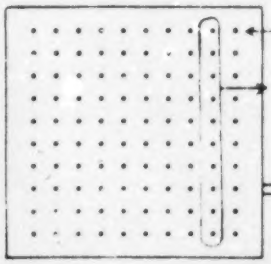
→ SIGNO-PALABRA → RECEPTOR

② MATEMATICAS

CIFRAS: ____ ____ ____ ____ ____ ____ ____ ____ ____ ____

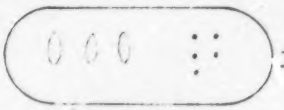
CIFRAS IMPARES: ____ ____ ____ ____ ____

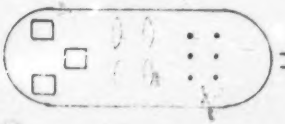
CIFRAS PARES: ____ ____ ____ ____ ____



7 8 6

= ____

 = ____

 = ____

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Edición 31

3

COMPRESION LECTORA

1.-SUBRAYE.- La forma de vida más natural de las personas es...

-VIVIR AISLADOS.

-VIVIR EN SOCIEDAD

2.-SI o NO.-Las personas necesitamos el lenguaje para relacionarnos:_____

3.-VERDADERO o FALSO.- Todas las personas empleamos el mismo lenguaje: _____

4.-PONGA UNA CRUZ EN LA RESPUESTA VERDADERA.

-Los sordomudos emplean para comunicarse: -LA PALABRA HABLADA _____.

-GESTOS _____

5.-¿En qué isla de nuestro archipiélago se utiliza un lenguaje por medio de silbidos?

_____ _____

6.-Para emplear el lenguaje hablado, necesitamos utilizar unos signos llamados palabras, pero, ¿qué necesitamos conocer para emplear el lenguaje escrito? _____.

4

EJERCICIOS DE MATEMATICAS

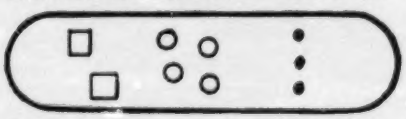
1.-Escriba las CIFRAS: _____.

2.-¿Qué es mayor DOS DECENAS o TREINTA UNIDADES? _____¿por qué?_____

_____.

3.-¿Cuántas unidades necesitamos para formar una CENTENA? _____

4.-Escriba, CON CIFRAS, el número que resulta al contar los elementos de este conjunto:



= _____

5.-En el número que ha escrito, ¿qué cifra ocupa el lugar de las DECENAS? _____.

5

ORTOGRAFIA- DICTADO

SON SILABAS _____PORQUE LLEVAN LA vocal ENTRE dos _____

ENSEÑANZA CCCA RADIO POPULAR

APELLIDOS _____ ALUMNO Nº. _____

NOMBRE _____ SECTOR Nº _____

5º nivel

PATROCINADO POR EL MINISTERIO DE EDUCACION Y CIENCIA

Area de Matemáticas 5

1

NUMERACION

____ lápices ____ litros ____ Kg. → _____

CIFRAS :

_____ → ☐☐☐☐☐☐

_____ → ☐☐☐☐☐

ESCRITURA DE NUMEROS PARES E IMPARES :

_____

RECUERDE :

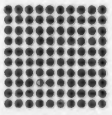
- UNIDAD es una cosa sola.
- CANTIDAD es todo lo que se puede contar, medir o pesar.
- NUMERO es el resultado de contar, medir o pesar una cantidad.
- NUMERACION es la parte de la Matemática que nos enseña a formar y representar los números. Puede ser hablada o escrita.
- CIFRAS son cada uno de los signos que utilizamos para escribir los números

2

1 . 1 1 1

_____ unidades

UN MILLAR



_____ unidades

UNA CENTENA

_____ unidades

UNA DECENA

_____ UNIDAD

CÁLCULO

2 decenas = _____	1 centena = _____	1 millar = _____
7 decenas = _____	4 centenas = _____	6 millares = _____
10 decenas = _____	10 centenas = _____	10 millares = _____

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Edición 31

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③

EJERCICIOS DE MATEMATICAS

1. Ponga un ejemplo de unidad: _____
2. Escriba las cifras impares que hay en este número: 63.725 _____
3. Escriba, ahora, tres números pares : _____
4. ¿Para qué sirven las cifras?

   _____
5. ¿Por qué un saco de trigo es una cantidad?

   _____

PROBLEMA N° 1 (Hágalo en el cuaderno n° 1)

Una ama de casa va a la tienda llevando 1.000 pesetas en el monedero. Compra un kilo de carne que le cuesta 290 ptas.; 3 kg. de naranjas, 84 ptas. y 5 kg. de azúcar, 135 ptas. ¿Cuánto dinero le sobró?

④

1. Andrés tiene 95 bolígrafos en su poder; Luis tiene una centena y Pedro, 9 decenas. ¿Quién tiene mayor cantidad de bolígrafos? _____
2. Dos docenas de huevos, ¿cuántas unidades son? _____
3. En un billete de 500 ptas. ¿Cuántas centenas hay? _____
4. ¿Cuántas unidades faltan a 7 centenas para formar un millar?

   . . . . . _____

PROBLEMA N° 2. (Hágalo en el cuaderno)

Un comerciante compró 6 decenas de corbatas a 300 ptas. cada una. ¿Cuánto importó la compra?

ENSEÑANZA ecca

Apellidos: _____

Nombre: _____

Nº alumno: _____ Nº sector: _____

C.B.

CENTRO ESTATAL - MINISTERIO DE EDUCACION

AREA DE LENGUAJE — MORFOSINTAXIS 1 — 4

_____

_____

* Este conjunto de palabras expresa un pensamiento completo.

* _____

El conjunto ordenado de palabras con sentido que exprese un pensamiento completo es una _____.

Los cobrar quieren obreros más

_____

Dentro de la oración las palabras se relacionan ordenadamente. Podemos distinguir distintos grupos de palabras con una misión diferente cada uno. Son los _____.

LOS OBREROS | QUIEREN COBRAR MAS

SINTAGMA _____

Indica _____

_____

de quien se dice algo.

SINTAGMA _____

Indica _____

del sujeto.

EJEMPLO: Los hombres honrados obran con justicia

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5 Edición

EJERCICIOS

1.- A continuación hay tres grupos de palabras desordenadas. Forme con cada uno de ellos una oración. (Como lo hemos hecho en el ejemplo).
EJEMPLO: Precioso la salud un bien es. *La salud es un bien precioso.*

a) Sobre el senador economía habló.

_____

b) Tiene increible Juan una memoria.

_____

c) Sus amigos eran mejores los libros.

_____

2.- Separe con rayas verticales, como está hecho en el ejemplo, las distintas oraciones que encuentre en el siguiente fragmento.
EJEMPLO: La tierra está mojada. /Los pájaros cantan.

> *Es medianoche. El campo está en silencio. Cantan los grillos en un coro suave. Las estrellas brillan en el cielo.*

3.- Conteste a las siguientes preguntas:

a) ¿Un sintagma está compuesto siempre por el mismo número de palabras? _____

b) ¿Puede haber un sintagma con una sola palabra? . . . . . _____

c) ¿El elemento de quien se habla en una oración está expresado por el Sintagma Sujeto o por el Sintagma Predicado? _____

4.- Separe en las siguientes oraciones el Sintagma Sujeto y el Sintagma Predicado, tal como lo hemos hecho nosotros en el ejemplo:

EJEMPLO: SINTAGMA SUJETO / SINTAGMA PREDICADO
Antonio escribió una novela

a) Elena me visitaba siempre

b) La abuela de Victor compra manzanas

ENSEÑANZA ecca

Apellidos: _____

Nombre: _____

Nº alumno: _____ Nº sector: _____

G.E. 1

CENTRO ESTATAL - MINISTERIO DE EDUCACION

Area social y cultural 2

FORMAS DE CONVIVENCIA

LA SOCIEDAD

Se llama célula social al grupo con el que la persona entra en _____ desde que _____. Es el que ejerce en _____ mayor _____ durante más tiempo. A este grupo se llama también primario.

Los grupos primarios no son los mismos en todas las culturas.

LA FAMILIA

Muchas de nuestras _____ y _____ actuales tienen su origen en la familia en la que hemos nacido y _____.

La familia como célula social es un grupo organizado. La organización familiar nos puede permitir:

A _____ *a los demás miembros de ella.*

B _____ *sus normas.*

C. Experimentar el papel de miembro igual del grupo.

EL MUNICIPIO

Desde tiempos remotos, las familias se han agrupado para ...

- *Defenderse.*
- *Mejorar sus condiciones de vida.*
- *Buscar soluciones a problemas comunes.*

Estos grupos de familias reciben el nombre de _____. Para organizar la vida en el municipio existe el _____.

Al frente del Ayuntamiento está el Alcalde que actúa como delegado del Gobierno. Está ayudado por los concejales, que son elegidos entre los habitantes del municipio.

Ayuda común y colaboración entre todos sus miembros

¿Qué podemos hacer para favorecer la convivencia en nuestro municipio?

1. *Conocer a fondo sus ... sus etc.*
2. *Aceptar las normas que nos impone nuestra condición de ciudadano.*
3. *Conocer sus necesidades ... sus problemas.*
4. *Estimular actitudes positivas ... cultura, de partidos, etc.*

LA COMUNIDAD DE TRABAJO

En el lugar de trabajo también nos relacionamos con los demás. Tenemos además intereses comunes, que son los de nuestra profesión.

En el trabajo se crea una serie de relaciones de amistad y de camaradería.

En el trabajo surgen, con frecuencia, conflictos entre el trabajador (proletariado) y el capital (empresario). Los sindicatos y asociaciones profesionales y empresariales tienen la misión de solucionar tales conflictos.

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Edición 3

E J E R C I C I O S

1. En el grupo primario ...
   - *El ser humano coexiste con los otros miembros del grupo.*
   - *El hombre asimila sus primeras experiencias individuales y sociales.*
   - *La persona recibe poca influencia del grupo.*
   - *El hombre entra, por primera vez, en contacto con los demás miembros del grupo.*

   (Subraye las dos respuestas correctas)

2. En nuestra sociedad existe el tipo de familia llamada CONYUGAL, formada por el padre, la madre y los hijos. ¿Por qué decimos que la familia es una célula social?

   _____

   _____

   _____

   _____

3. Escriba TERMINO MUNICIPAL y AYUNTAMIENTO a la derecha de las frases que aparecen a continuación.

   a) *Territorio que comprende el Municipio* . . . _____

   b) *Organo político-administrativo que rige la vida del Municipio* . . . . . _____

4. Escriba a continuación los siguientes datos de su Municipio:
   - *Nombre de su alcalde:* _____
   - *Dirección de su Ayuntamiento:* _____
   - *Extensión aproximada de su Municipio:* _____
   - *Población:* _____

   a) ¿Cuáles son sus principales recursos económicos? ¿De qué viven sus gentes?

   _____

   b) Enumere algunos problemas que tenga la localidad donde Vd. vive.

   _____

   _____

   _____

   _____

   _____

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Apellidos: _____

Nombre: _____

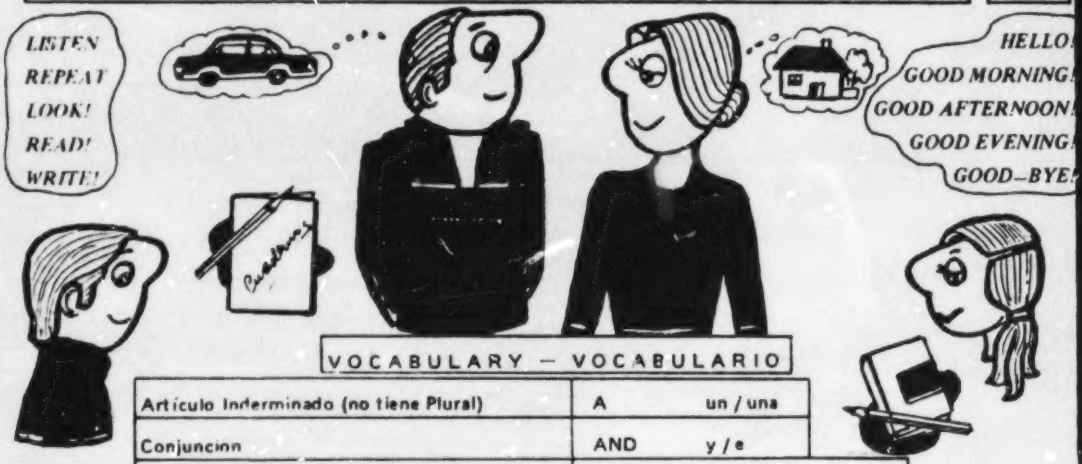
Nº alumno: _____ Nº sector: _____

G.E. 2

CENTRO ESTATAL - MINISTERIO DE EDUCACION

AREA de LENGUAJE (L. Inglesa)

2A



VOCABULARY – VOCABULARIO

Artículo Inderminado (no tiene Plural)	A un / una
Conjuncion	AND y / e
Adjetivos Posesivos (Sing. y Plural sin cambio)	MY mi / mis YOUR tu / tus / vuestro,-a,-s su / sus (de Vd. /Vds.)
Adjet./Pronombres Demostrativos	THIS (Singular) esto / esta / este THESE (Plural) estos / estas
Negación Verbal	NOT (después del Verbo)

FAMILY	familia	HOUSE	casa
MAN	hombre	HOUSEWIFE	ama de casa
WOMAN	mujer	DRIVER	conductor,-a
BOY	muchacho/chico	STUDENT	estudiante
GIRL	muchacha/chica		

REGLAS

Presente Verbo SER/ESTAR – FORMA NEGATIVA : Simplemente añade NOT DESPUES del Verbo

Ejemplos *Yo NO soy conductor* *I am NOT a driver*
El NO es estudiante *HE is NOT a student*

USO del Artículo Indeterminado con PROFESIONES u OCUPACIONES

Aunque en español no siempre se usa, en inglés es OBLIGATORIO su uso

Ejemplos (vea los anteriores en la Forma Negativa del Verbo SER/ESTAR

Ella es ama de casa *She is A housewife.*

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LECTURA

(A la derecha o izquierda de las frases dejamos espacio suficiente por si desea anotar su traducción)

I am a man I am not a woman _____

You are a woman you are not a man _____

Peter is a boy he is not a girl _____

Mary is a girl she is not a boy _____

This is my house it is not your house _____

We are the parents we are not the children _____

You are my children you are not the parents _____

These are houses they are not my houses _____

_____ I am the father I am a driver

_____ You are the mother you are a housewife

_____ Peter is my son he is a student

_____ Mary is my daughter she is a student

_____ It is my house

_____ We are your father and mother

_____ You are my son and daughter

ENSEÑANZA ecca

Apellidos: _____

Nombre: _____

Nº alumno: _____ Nº sector: _____

C. y C.C 1º

CENTRO ESTATAL - MINISTERIO DE EDUCACION

Contabilidad — Hoja de ejercicio — E-0

Un empresario en determinado momento posee y debe los siguientes valores:

Dinero en Caja	95.000 ptas.
Géneros existentes en el ALMACEN	600.000 ptas.
Los MUEBLES de oficina y del negocio	200.000 ptas.
Debe a varios PROVEEDORES por compras de géneros	80.000 ptas.
Tiene depositado en el BANCO BILBAO	700.000 ptas.
Unos CLIENTES le adeudan por ventas de géneros	50.000 ptas.
Posee varias ACCIONES de diferentes Sociedades por	150.000 ptas.
Tiene una casa valorada en	900.000 ptas.
Posee varios VEHICULOS valorados en	700.000 ptas.
Debe al Sr. Pérez por un préstamo	40.000 ptas.
Posee en cartera letras por cobrar por	80.000 ptas.
El Sr. Dominguez le debe por un préstamo	30.000 ptas.
Hay varias letras en circulación por él aceptadas por	60.000 ptas.
Debe al Banco Hispano Americano por un préstamo	120.000 ptas.

SE PIDE:

Con los datos anteriores, determinar el ACTIVO y PASIVO de este comerciante, así como su CAPITAL líquido.

A C T I V O		P A S I V O	
TOTAL ACTIVO		TOTAL PASIVO	

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Edición 16

ENSEÑANZA
ecca

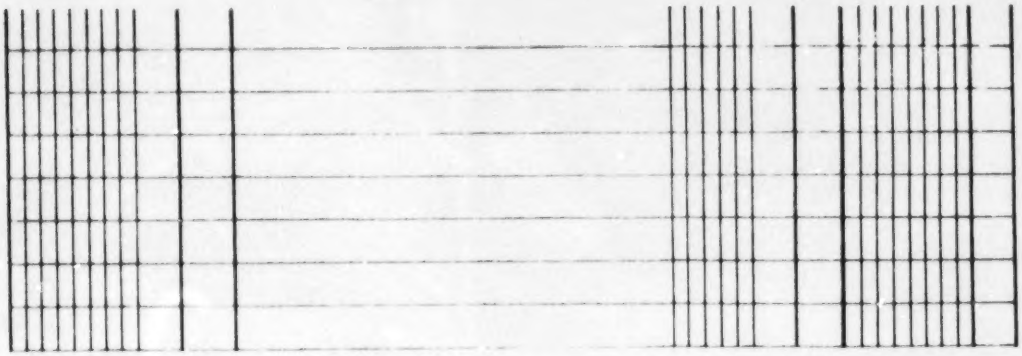
Apellidos: _____
Nombre: _____
Nº alumno: _____ Nº secto: _____

Semana 1
C. y C.C.
2º

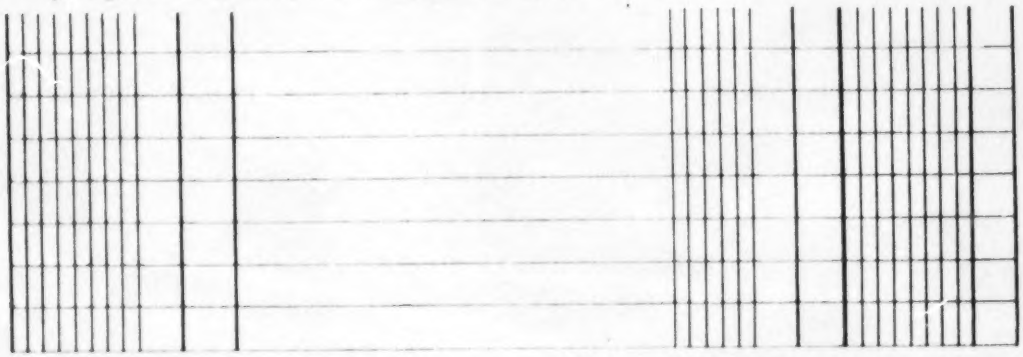
CENTRO ESTATAL - MINISTERIO DE EDUCACION

Contabilidad — Hoja de clase — C-1

1. Hemos comprado una partida de géneros por un importe de 160.000 ptas. Pagamos: 70.000 ptas. con T/ c/ Bco. Bilbao; 40.000 ptas. con L/ que aceptamos y el resto firmando P/. Gastos de nuestra cuenta: 5.000 pesetas.



2. Pagamos sueldos de nuestros empleados por 85.000 ptas. Retención de impuestos, 12.000 ptas.; retención por seguros sociales, 8.000 ptas. y cuota patronal, 30.000 ptas.



3. Vendemos varios géneros por 65.000 ptas. Cobramos: 20.000 ptas. en efectivo con descuento del 3 por ciento; y el resto con T/. Gastos de nuestra cuenta, 3.000 ptas.

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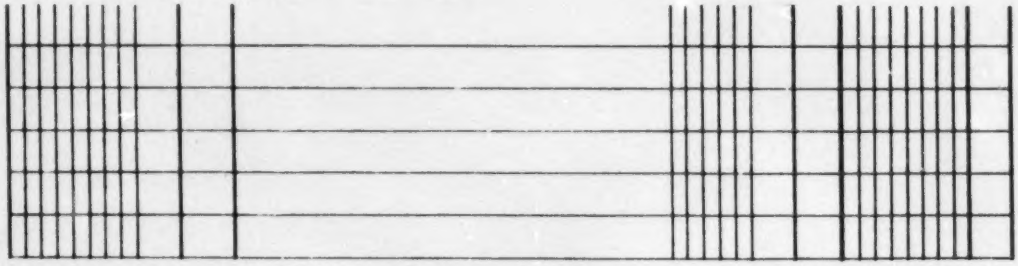
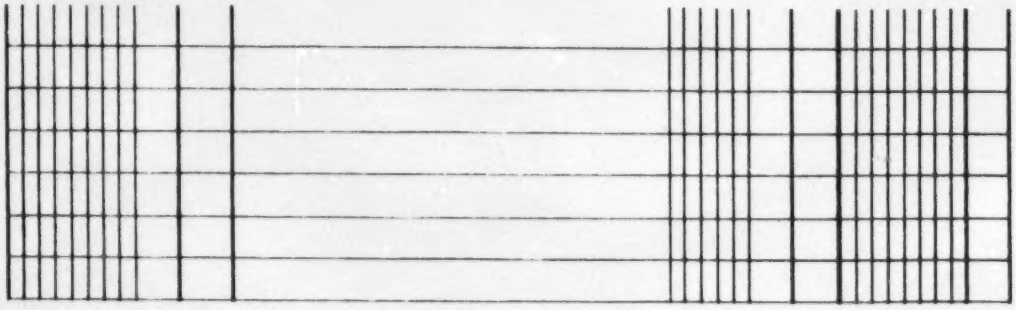
Edición 16

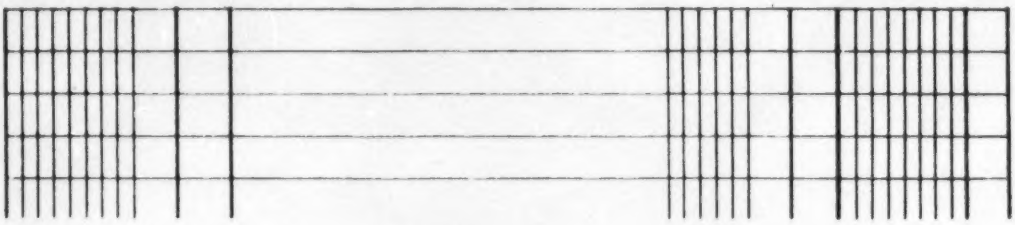
4. Cobramos los alquileres de la casa de nuestra propiedad por un importe de 75.000 ptas. Pagamos también la contribución de dicha casa por 6.000 ptas.



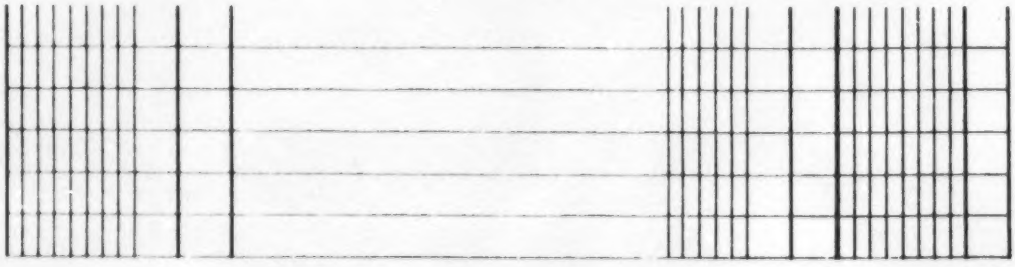
5. Giramos L/ a cargo de un Cliente por 12.000 ptas. Dicha L/ la negociamos en el Bco. Santander con 2,5 por ciento de gastos.



6. Al vencimiento de una L/ a n/c de 30.000 ptas. amortizamos el 40 por ciento y por el resto aceptamos nueva L/ incluyendo 2,5 por ciento por gastos de renovación.



7. Pagamos L/ a la vista de 25.000 ptas., girada a nuestro cargo por el Prooveedor José Déniz Melián.



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ESCUELA DE PADRES

2° ciclo

1

esquema

LA FAMILIA

1. ¿QUE ES UNA FAMILIA?

* Un pequeño _____
* Lazos emocionales _____
* Una institución _____

2. VALORES Y CONTRAVALORES DE LA FAMILIA.

VALORES → _____

CONTRAVALORES → SOCIALIZACION _____

a) ¿Cómo vive el matrimonio la _____?

b) ¿Cuáles son los papeles de _____ y de _____?

c) ¿Cómo se está _____ a los hijos y a las hijas?

d) ¿Normalmente cuáles son las causas de los _____?

e) ¿Existe proyección _____?

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Edición 6

4. LA FAMILIA HA CAMBIADO A LO LARGO DE LA HISTORIA.

* En la sociedad tradicional la familia es _____
* En la sociedad industrial la familia es _____
* En la sociedad postindustiral se da el _____ familiar.

5. LA FAMILIA EN LA SOCIEDAD POSTINDUSTRIAL.

5.1 El matrimonio de "doble carrera".

TRABAJO | EDUCACION DE LOS HIJOS | TAREAS DOMESTICAS

TAREA DEL _____ Y DE LA _____

5.2 La comuna.

Es el compromiso de un _____ ▶ Huida del _____ ▶ Experiencias _____

5.3 Otras formas de vida en común.

a) Matrimonio abierto — Se pone constantemente a _____ la unión.

b) Matrimonio de grupo — Igual disponibilidad afectiva y _____

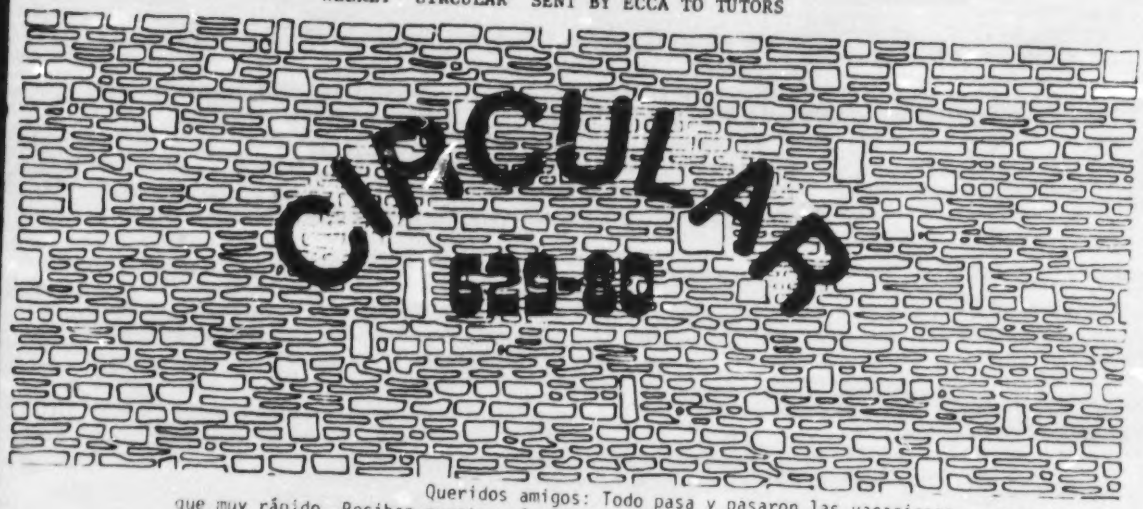
6. LA FAMILIA Y EL FUTURO.

* La familia está _____
* La familia cubre unas _____
* Las nuevas experiencias:
  - lazos _____ estables
  - pequeño _____

LA FAMILIA TIENE QUE SER UN LUGAR DE ENCUENTRO _____ Y _____.

Appendix 4

WEEKLY 'CIRCULAR' SENT BY ECCA TO TUTORS



Queridos amigos: Todo pasa y pasaron las vacaciones... seguro que muy rápido. Reciban nuestro más afectuoso saludo e iniciemos este curso con la ilusión de siempre.

PARA TODOS LOS CURSOS

Boda.- El domingo día 7, contrajo matrimonio en Mogán, nuestro compañero José Luis Fernández Umpiérrez, Profesor Orientador de Mogán. Nues-- tra enhorabuena a José Luis y Mary Tere.

COMIENZA CULTURA POPULAR, GRADUADO ESCOLAR, CONTABILIDAD E INGLES

El día 1º de Octubre (miércoles) comenzarán las clases de Cultura Popular, Graduado Escolar y Contabilidad. El día 2 (jueves) comenzarán las de Inglés. Todos los cursos comenzarán con la semana cero o introductoria.

SEMINARIO DE PROFESORES ORIENTADORES

Los días 10, 11 y 12 hemos celebrado un Seminario de Profesores Orientadores de Gran Canaria. En la próxima circular ampliaremos la noticia.

CAMPAÑA DE MATRICULA

Aunque ya se ha hablado con Vds. de la Campaña de Matrícula nos permitimos recordarles los elementos que pueden utilizar.

CARTEL. Comience a invadir la zona

OCTAVILLA. Pueden distribuirse en miles. En el dorso puede anotar los datos de tu Centro

CARTEL "AQUI CENTRO". Debe figurar uno en cada Centro de Orientación

CARTEL "EN ESTA ZONA". Una buena distribución daría a conocer la ubicación del Centro.

RADIO. En ECCA se está de lunes a sábado en directo, pueden participar Vds. alumnos, vecinos...

FILMINAS. Tratmos de que se proyecten en los cines.

CARTAS A BAJAS. Se están enviando

CARTAS A PARROCOS. Se están enviando

CARTAS A ASOCIASIONES. Se están enviando.

ACCIONES EN LOS CENTROS. Sin duda alguna lo más importante: acto de entrega de Diplomas, reuniones con vecinos, charlas,

proyecciones, etc.

HORARIO DE CLASES. Pendiente a la confirmación por parte de Radio Nacional y Radio Popular de Tenerife, el horario de clases queda así:

NIVELES	RADIO ECCA		R.NACIONAL	R.POPULAR TFE.	R.LANZAROTE
	O.M.	F.M.	F.M.	O.M.	F.M.
1º y 2º	20				
3º y 4º	17 y 21				
5º	11,45 y 22				
CB	16 y 19	21	6,45		20
CB-2	8	14 y 19			
GE-1	12,30 y 18	20		21	
GE-2	7	22			
BUP	13,30	7		19	
Inglés y Contabil.	14,30 y 22,45				
E. de P.	15,30				

MATERIAL DE LIBRERIA. Los precios actuales son los siguientes:

FACTURA DE MATERIAL

A RELLENAR POR LA ENCARGADA PARA EL SECTOR Nº (1) _____

MAESTRO CORRECTOR (1) _____

D.- _____ PRECIOS DE VENTA A PARTIR DEL 1/9/80

MATERIAL	PRECIOS	CANTIDAD Pedida	CANTIDAD Servida(1)	IMPORTE
Cuadernos cuadros 16 hojas	7.-			
Cuadernos cuadros 40 hojas	12.-			
Cuadernos 1 raya 16 hojas	7.-			
Cuadernos 1 raya 40 hojas	12.-			
Cuadernos 2 rayas 16 hojas	7.-			
Cuadernos índice (abecedario)	35.-			
Diccionarios lengua española	70.-			
Diccionarios lengua inglesa	70.-			
Reglas	11.-			
Cartaboneo	11.-			
Semicírculos	4.-			
Lápices	3.-			
Gomas	3.-			
Afiladores	5.-			
Bolsas plástico (para intercambio)	2.-			
Escuadras	11.-			
Atlas	125.-			
Carpetas archivo (anillas)	75.-			
TOTAL				
			Descuento 10%	

DIAS DE MATRICULA.- Tenemos tres intercambios para matricular (13, 14 y 15, 20,21 y 22 y 27, 28 y 29). Si quieres matricular algún día más, comunícalo para hacerte cam paña.

PARTES.- El primer parte lo enviarán el lunes día 22 y será el número 39. Con él re flejarán solmente matrículas y reincorporaciones.

ESQUEMAS Y MATERIAL DE CAMPAÑA.- Puedes solicitar todo el que necesites.

MATERIAL DE LIBRERIA.- Pretendemos que los alumnos inicien las clases con el material (cuadernos, carpetas, diccionarios, etc) correspondiente. Si no tienes solicí talo.

CULTURA POPULAR

PRUEBAS DE ACCESO A 5º NIVEL.- Se adjuntarán pruebas de matrícula para el 5º nivel. Van plantillas e instrucciones.

LO QUE SE ENVIA.- Semana cero.

1º.- *Punto rojo, punto negro y punto verde*
2º.- A, B y C
3º.- A, B y C
4º.- A, B y C
5º.- A, B y C

GRADUADO ESCOLAR

PRUEBA DE ACCESO A TODOS LOS NIVELES DE GRADUADO ESCOLAR

Este año se han cambiado las pruebas de acceso a los niveles de G.E., unificándose en una misma prueba. Esta prueba ha sido aplicada durante varios años en Madrid, y al parecer son buenos los resultados. Por ello, después de haber sido estudiada de tenidamente por los Seminarios y el 2º y 3º Ciclos, se ha decidido unificar esta prueba para todo el Sistema ECCA.

Esperamos que los buenos resultados obtenidos anteriormente, se repitan de nuevo en esta aplicación generalizada, siempre y cuando nos atengamos en su aplicación a los criterios que se nos dan.

ORIENTACIONES SOBRE LA PRUEBA DE EXPLORACION DE ALUMNOS.

La prueba consta de dos partes fundamentales:
-Una primera que mide capacidad mental y consta de cincuenta cuestiones a realizar en 25 minutos, el máximo de puntuación será de 50 puntos.
-Una segunda parte intenta explorar técnicas de base y contenidos en Lenguaje y en Matemáticas. El máximo de puntuación también será de 50 puntos y un tiempo de aplicación de 25 minutos.

Modo de aplicación:
Como es una prueba de tiempo limitado es aconsejable que el aplicador controle el tiempo, cuando esto no pueda ser, al menos debe anotar en la prueba del alumno la hora en que debe finalizar cada parte y entregarla o exigirla sin demora. Y esto muy especialmente en la prueba de capacidad mental. Una vez leídas las instrucciones y los ejemplos dispone de 25 minutos. En el último ejercicio realizado debe trazar una línea si acabó el tiempo y no terminó la prueba.

La prueba de Técnicas y contenidos se hará a continuación y con una duración de 25 minutos. Es indiferente comenzar por Matemáticas o Lengua.

Corrección de la prueba:

Parece conveniente que el corrector lea toda la prueba antes incluso, de aplicarla, porque como la corrección está bastante automatizada, para que así sepa qué es lo que corrige con la plantilla. A excepción de las tres primeras cuestiones de Lengua todo lo demás se puede corregir colocando al margen y paralelamente las soluciones de la plantilla. Se tachan los errores y al final se restan del total de respuestas contestadas. El total de aciertos equivale a la puntuación alcanzada.

Baremo:

Las dos partes de la prueba se computan por separado. Por ahora, este es el baremo obtenido:

Capacidad Mental		Técnicas y Contenidos	
De 0 a 25 p.=	C.B.	De 0 a 25 p. =	C.B.
" 26 a 35 p.=	G. 1	" 26 a 35 p. =	G. 1
" 36 a 50 p.=	A.G.E.	" 36 a 50 p. =	A.G.E.

Interpretación:

Creemos que estos datos deben ser tan flexibles como vuestro buen criterio y experiencia os aconsejen.

CONTABILIDAD E INGLES

Esquemas. Adjuntamos esquemas a los Específicos e Intercambistas.

NUEVOS COMPAÑEROS

Efectivamente en este curso que acaba de comenzar tenemos unos nuevos compañeros:

En Tenerife, Juan Manuel Barroso y Andrés Basilio León

En La Palma, Miguel Francisco Gómez Ramos

En La Gomera, Juan Jesús Pérez

Y en el Hierro, Antonio Padrón Casañas.

En ECCA, en Las Palmas, Miguel Sánchez, Matías Aragunde y Manuel Martín.

● *Sin otra cosa más en esta larga circular vamos a despedirnos, con el deseo que disfruten un feliz fin de semana y el saludo de todos los compañeros de*

RADIO ECCA

Las Palmas de Gran Canaria, 13 de Septiembre de 1.980

ENSEÑANZA CCCA RADIO POPULAR

'CIRCULAR PEDAGOGICA' USED AS A GUIDE AT TUTORIAL CENTRES

2ª Etapa

Circular Pedagógica C.B.-1 nº 25

AREA DE LENGUAJE.

Además de la práctica del Análisis Sintáctico, conviene que hagan hincapié en la concordancia y la diferencia que existe entre el relato objetivo y subjetivo.

MATEMATICAS.

Conviene que hagan ejercicios sobre superficies planas: triángulo, rectangulo, cuadrado, rombo y trapecio.

CIENCIAS.

Estudiaron el ecosistema de las regiones polares.

SOCIALES.

Continuamos con LA POBLACION. Conviene insistir en las causas de emigración interior y en el estudio de la población española.

REDACCION.- Narrar un accidente en el mar.

C.B.-2

LENGUA ESPAÑOLA.- Esquemas vistos: 29, 30, 31 y 32.

Esquema 29.- Lectura-Vocabulario. Seguimos insistiendo en el uso del diccionario.

Esquema 30.- Ortografía. Pasar al plural palabras acabadas en Z.

Esquema 31.- Composición Escrita. Narración. Esta semana la Redacción se pule basándonos en este esquema. Narración corta con un niño como protagonista.

Esquema 32.- Morfosintaxis. Accidentes del verbo.

MATEMATICAS.- Esquemas vistos: 25, 26, 27 y 28.

Lo más importante esta semana es la adición y sustracción en distintos sistemas. Es conveniente se insista en ello en el Centro, ya que estos ejercicios suelen ofrecer dificultad al alumno.

SOCIALES.- Esquemas vistos: 11 y 12.

Se terminó la lámina B. Insistir en la construcción e interpretación de gráficas de temperaturas y lluvias. El esquema 7 se dará en su momento.

CIENCIAS.- Esquemas vistos: 9 y 10.

Organos de reproducción de los productores.

RELIGION.- Esquema 8.

7º

MATEMATICAS.-

Semana dedicada al repaso de: interés, descuentos, triángulos semejantes y razón de semejanza entre elementos de dos triángulos semejantes.

CIENCIAS.-

Se ha visto los compuestos de oxígeno con metales y con no metales. Nombres que reciben y cómo se nombran.

G.E. - 1

LENGUA ESPAÑOLA.- Esquemas vistos: 68, 69 y 70.

Esquema 68.- Texto y comprensión.

- Texto: "Lázaro sirve a un ciego" (Lazarillo de Tormes).
- Comentario del texto: Historia de la Literatura. Recursos. Sintaxis. Métrica.

Esquema 69.- Historia de la Literatura.

- El Neoclasicismo. Características.
- Leandro F. de Moratín y Gaspar Melchor de Jovellanos.

Esquema 70.- Morfosintaxis. Ejercicios.

REDACCION.- Tema: "Comente brevemente las diferencias entre la literatura barroca y la neoclásica".

SOCIAL Y CULTURAL.-

Aunque los esquemas correspondientes para esta semana eran el 53 y 54, solamente hemos podido dar el esquema 53 y el 52 que teníamos atrasado. No nos preocupa ir con este retraso ya que las cuatro últimas semanas del curso no hay Religión y tendremos semanalmente tres clases.

Los objetivos principales del esquema 52 eran:

- Conocer las características de la monarquía autoritaria.
- Relacionar el afán unitario de los Reyes Católicos con la conquista de Granada, anexión de Navarra, la Inquisición, etc.

Y los del esquema 53:

- Conocer las características económicas y sociales de la España de los Austrias.
- Determinar los factores que van a frenar el desarrollo industrial español.
- Comprender el proceso inflacionista motivado por la influencia de metales preciosos.
- Comprender las motivaciones políticas y económicas de la fuga de plata y oro a Europa.

El llevar el esquema 54 atrasado no es impedimento para poder realizar la Hoja de Evaluación no 25, que puede servir como base para comentar los objetivos propuestos.

MATEMATICAS.-

Esta semana se han visto los esquemas 69, 70 y 71. Todos ellos están dedicados al estudio del interés simple. Ya en el esquema 68 de la pasada semana se comenzó a estudiar el interés y se vio solamente la fórmula por años. En esta semana se ha visto las fórmulas por meses y por días.

En el esquema 71 se ha visto problemas con alguna dificultad.

CIENCIAS.- Esquemas vistos: 42 y 43.

Esquema 42.- Objetivos:

- El alumno determina los elementos de una fuerza a partir de un vector.
- El alumno representa gráficamente una fuerza a partir de sus elementos.

Esquema 43.- Objetivos:

- El alumno calcula el valor de una fuerza, dada la masa sobre la que se aplica y la aceleración que le produce.
- El alumno usa correctamente las unidades de fuerza en los sistemas C.G.S. y M.K.S.

NOTA.- Esta semana hemos terminado el esquema 41 pero ha quedado sin terminar el 43.

ENSEÑANZA

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WEEKLY TUTOR REPORT FORM

SECTOR:

Semana nº

Profesor Orientador D. _____ _____

_____, _____ de _____ de 1.9___

NIVELES	EDUCACION GENERAL BASICA										C. Y C.C.		INGLES			E.D.P.	
	1º	2º	3º	4º	5º	C.B.	6º	7º	AGE		1º	2º	1º	2º	3º	1º	2º
EFECTIVOS SEMANA ANTERIOR																	
BAJAS: Cambios de nivel																	
BAJAS: Efectivas																	
BAJAS: Cambios de sector																	
TOTAL 1																	
ALTAS: Cambios de nivel																	
ALTAS: Matrículas																	
ALTAS: Reincorporaciones																	
TOTAL 2																	
EMISORA: CAMBIOS DE SECTOR																	
EMISORA: MATRICULAS																	
EMISORA: REINCORPORACIONES																	
TOTAL 3																	

OBSERVACIONES

_____

_____

_____

_____

_____

FACTURACION

SECTOR:

Semana nº

Profesor Orientador D _____

	1º	2º	3º	4º	5º	C.B.	6º	7º	AGE		1º	2º	1º	2º	3º	1º	2º
EFECTIVOS SEMANA ANTERIOR + MATRICULAS + REINCORPO.																	
ABONOS: Altas no cobradas																	
ABONOS: Nº a no cursadas: 1 semana																	
ABONOS: Nº a no cursadas: 2 semanas																	
ABONOS: Nº a no cursadas: 3 semanas																	
A FACTURAR																	
DERECHOS DE MATRICULA																	

SECTOR:

Semana nº

REINCORPORACIONES

Apellidos y nombre	Fecha de nacimiento	Nivel	Nº de alumno

CAMBIOS DE NIVEL

Nº de alumno	de	a

Appendix 7

STUDENT REGISTRATION FORM

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Nº Alumno

Primer Apellido | Segundo Apellido | Nombre | D.N.I.

FICHA PERSONAL

NACIMIENTO — Fecha | Municipio | Provincia

Sexo _____ Estado civil _____ Número de hijos _____

PROFESION

Profesión _____ Categoría profesional _____

Municipio	Localidad—barrio	Calle	Nº	Piso	Viv.	Tfno.	Sector

OBSERVACIONES _____

Padre _____ Estudios _____

Madre _____ Estudios _____

HISTORIAL ACADEMICO

ESTUDIOS ANTERIORES _____ DIPLOMAS { ANTERIORES _____ EN ECCA _____

AÑOS										
NIVELES										
ESCOLARIDAD ALTA										
BAJA										
CAUSA de la BAJA										
ALTA										
BAJA										
CAUSA de la BAJA										

CAUSA DE LAS BAJAS

0.— Imposibilidad por mucho trabajo.
1.— Incompatibilidad con horas de clase.
2.— No hace intercambio.
3.— Falta de interés.
4.— Enfermedad.
5.— Final del Curso.
6.— No especificados.
7.— Causa desconocida.

Sb. — 9 · 10 S — 5
N — 7 · 8 I — 3 · 4
B — 6 MD — 0 · 2

EVALUACION																			
Lengua Española																			
Lengua Extranjera																			
Matemáticas/Ciencias																			
Social y Cultural																			
EVALUACION GLOBAL																			

Appendix 8

ENSEÑANZA ccca RADIO POPULAR

STUDENT FILE CONTAINING ASSESSMENT RECORDS
(first of total of four pages in file)

FOTO

Nº DE ALUMNO:

D.N.I. Nº:

SECTOR: / /

ALUMNO/A: _____ _____
Primer apellido Segundo apellido Nombre

Nacido/a el ___ de _____ de 1.9___ en _____ (_____)

Domicilio _____ (_____) Tfno: _____

Profesión _____ Estado civil _____

HISTORIAL ACADEMICO

CICLO:

Fecha de comienzo: _____ de _____ de 1.9___

Fecha en que termina E.P.A.: _____ de _____ de 1.9___

AREA CULTURAL	CALIFICACIONES OBTENIDAS POR EVALUACION CONTINUA							CALIFICACION GLOBAL	
	1ª	2ª	3ª	4ª	5ª	MEDIA	E.FINAL	junio	septiembre
Lengua española									
Lengua extranjera									
Matemáticas y Cienc.									
Ciencias Sociales									
CALIFIC. CENTRO									
CALIFIC. GLOBAL									

Observaciones _____

_____

_____

MD	Muy deficiente 0 - 2
I	Insuficiente 3 - 4
S	Suficiente 5
B	Bién 6
N	Notable 7 - 8
Sb	Sobresaliente 9 -10

SE LE EXPIDIO EL CERTIFICADO DE ESCOLARIDAD con fecha _____

Registrado en el libro _____ folio _____

SE LE EXPIDIO EL TITULO DE GRADUADO ESCOLAR con fecha _____

Registrado en el libro _____ folio _____